**EDG 4620 Lesson Plan - Rubric**

by Florida Gulf Coast University

**EDG 3201 Prof St Lesson**

**Task Description**

Teacher candidates identify a Sunshine State Standard and write a learning objective that aligns with it and is appropriate to the grade level of the students.  They develop a series of assessments to align with the standard and objective.  The assessments include a pre-assessment to determine the knowledge base of the students, informal assessments to monitor progress during the lesson, and a post-assessment to measure the degree to which the students have attained the objective.  Candidates develop a series of instructional activities to assist all students in accomplishing the objective.  The activities are structured so that the students develop the knowledge and skills necessary to move from a level of awareness to mastery of the lesson objective.  The strategies, methods, and materials selected for the lesson activities are aligned with the needs of all students.

**EDG 4620 Lesson Plan - Rubric**

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|  | **Target**(3 pts) | **Acceptable**(2 pts) | **Unacceptable**(1 pt) | **Missing** |
| **Content Knowledge**ACEI-2007.3.1 FEAP.7 FL-FGCU-COE-2011-KSP.1 INTASC-2010.1 | The candidate includes learning opportunities in the plan that support intellectual/cognitive developmental levels and reflects the needs of diverse student populations based on linguistic, developmental, and cultural knowledge. The candidate applies learning theory to strategies included throughout the lesson plan. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Planning for Differentiated Instruction**ACEI-2007.3.2 FEAP.10 FL-FGCU-COE-2011-KSP.2 INTASC-2010.7 | The candidate designs and models a lesson for diverse populations based on the Sunshine State Standards and includes differentiated instructional modifications based on current research of learning theories. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Use of Assessments**ACEI-2007.4 FEAP.1 INTASC-2010.6 | The candidate uses a variety of assessment strategies they incorporate into a self-designed and modeled lesson plan. The strategies include both formative and summative assessments to make strategic educational decisions based on the needs of the students and the curricular goals. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Use of Communication Strategies**ACEI-2007.3.5 FEAP.2 | The candidate includes effective communication strategies in the design and modeling of their lesson plan to support diverse cultural and language populations for active inquiry and interaction to meet curricular goals. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |
| **Use of Diverse Strategies**ACEI-2007.1 FEAP.5 FL-FGCU-COE-2011-KSP.6 | The candidate incorporates strategies that reflect knowledge of cultural, linguistic, developmental, and learning style differences in the design and modeling of their lesson plan that support student interactions and active and meaningful participation in the learning process. | There are minor errors in the work, but the candidate is likely to self-correct over time. | There is at least one major error in the work which shows a lack of understanding of the concept. |   |

**Standards**

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| **ACEI-2007.1** | Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. |
| **ACEI-2007.3.1** | Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; |
| **ACEI-2007.3.2** | Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students; |
| **ACEI-2007.3.5** | Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. |
| **ACEI-2007.4** | Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. |
| **FEAP.1** | ACCOMPLISHED PRACTICE #1: Assessment |
| **FEAP.2** | ACCOMPLISHED PRACTICE #2: Communication |
| **FEAP.5** | ACCOMPLISHED PRACTICE #5: Diversity |
| **FEAP.7** | ACCOMPLISHED PRACTICE #7: Human Development and Learning |
| **FEAP.10** | ACCOMPLISHED PRACTICE # 10: Planning |
| **FL-ESOL.4** | STANDARD: Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction. |
| **FL-FGCU-COE-2011-KSP.1** | Knowledge - Demonstrate understanding and application of current theory, methods, and trends. |
| **FL-FGCU-COE-2011-KSP.2** | Social Justice & Ethic of Care - Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. |
| **FL-FGCU-COE-2011-KSP.6** | Diversity - Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. |
| **INTASC-2010.1** | Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |
| **INTASC-2010.2** | Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential. |
| **INTASC-2010.6** | Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction. |
| **INTASC-2010.7** | Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals. |

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